ACIP

Southern Choctaw Elementary School

Choctaw County Board of Education

Mr. Luke Taylor, Principal
10935 Highway 17
Gilbertown, AL 36908-2237

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Southern Choctaw Elementary is dedicated to providing the best possible education to all students. The school is comprised of Kindergarten through 6th Grade serving approximately 380 students. Southern Choctaw Elementary houses Head Start which serves Pre-Kindergarten students. The racial and ethnic breakdown is 48.68% African-American students, 49.47% Caucasian students, and 0.018% other ethnicities. The number of students receiving free meals is 64.97%, while 9.36% receive reduced meals. The school's male/female population is 58.6% male and 41.4% female.   Southern Choctaw Elementary employs 1 administrator, 19 instructional staff members, 3 Special Education teachers, 1 support staff member, 1 Instructional Partner, 1/2 Gifted teacher, 1/2 Counselor/1/2 1st Grade teacher, 1 secretary, 1 nurse, 2 janitors, 1 Librarian, and 4 cafeteria workers. 100% of the instructional staff is Highly Qualified. Southern Choctaw Elementary has a 22:1 student-teacher ratio.

Southern Choctaw Elementary is located in Gilbertown, Alabama in Choctaw County. Gilbertown has a population of approximately 900, while Choctaw County's population is approximately 13, 609. Population dispersion shows that Gilbertown is 77.2% Caucasian, African-American 21.9%, and 0.9% other ethnic groups. The annual median income is $13,206 with 51.7% of the population living below the poverty level. The annual median income of Gilbertown is well below the annual median income of Alabama which is $34,135.   Gilbertown is located approximately 90 miles north of Mobile, Alabama, 55 miles east of Meridian, Mississippi, and 150 miles west of Montgomery, Alabama.

One of the unique features of Gilbertown is Alabama Southern Community College which is located about 3 miles from Southern Choctaw Elementary. Alabama Southern Community College plays a vital role in our community by supporting our students in areas such as tutoring, Upward Bound, dual enrollment, and Industrial Maintenance. Also standing out in our community is the Ballet and Theater Arts School. Special classes in ballet, gymnastics, voice, and theater are provided for the students at Southern Choctaw Elementary.

One special challenge for the school community that has occurred in the past 3 years is the lack of parental involvement.   The lack of parental involvement is due to the majority of the parents working in environments that do not offer flexible time for them to attend school events. While parent surveys indicate that the school gives opportunities for parental involvement in the school, we continue to see a decrease in parental involvement.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The overall focus of SCES is to teach every student and to equip them to become responsible citizens. The vision, mission, and beliefs guide the focus of SCES. "Improving Tomorrow By Learning Today" is the vision that drives the instructional program and high expectations for students. The mission of SCES is to provide rigor, develop and maintain relationships and to show relevance of both.

The beliefs of SCES drive the practices and procedures by which decisions are made in all areas. The beliefs are: every student is entitled to a quality education, every student is entitled to learn in a safe and comfortable environment, every student deserves opportunities to experience success, every student CAN learn. SCES is a partner with parents, guardians, custodians, cafeteria staff, bus drivers, and community. Expectations for proactive student behavior are high and understood.

Students are expected to master objectives as outlined in the Alabama Courses of Study as well as the Alabama College and Career Readiness Standards. The curriculum is rigorous and indicates a commitment to equality, diversity, and differentiated explicit instruction. SCES offers band, anti-bullying, talent expressions, student government, character building rewards, Extended Day Tutoring, and leadership building. Through these extra-curricular programs and the academic program, SCES is able to provide a learning environment rich in opportunities of growth for all students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Describe the school's notable achievements and areas of improvement in the last three years. Additional, describe areas for improvement that the school system is striving to achieve in the next three years.

Southern Choctaw Elementary School is proud of the opportunity that is given to all students to develop a knowledge base and continually build upon it during each succeeding academic year. Besides offering academic pursuits, SCES addresses the need for the development of the "total" child by offering the Big Chiefs' Reading Club, the Student Government Association, One Voice, 6th grade band, and a C.I.R.C.L.E.S. Summer Camp. During the school year, students are offered the opportunity to display their knowledge through a Spelling Bee and pursue artistic development through an artist-in-residence program offered through the 21st Century/C.I.R.C.L.E.S After-School and Summer Program.

A notable achievement for Southern Choctaw Elementary School was being awarded a 21st Century grant for $375,000.00 over a three year period which began on October 1, 2010 and ends on September 30, 2013. We were also the recipient a $10,000.00 grant from the Smith Foundation.

In the last three years, we have worked to improve technology through the installation of LCD projectors installed in ceilings of every classroom, the issuance of a varying number of ipads and laptops, Elmos, digital cameras, and personal response systems. However, the area of technology continues to be an area of need that will be addressed in the next three years.

In the next three years, our school will strive to: 1) implement and sustain a new paradigm in the teaching environment that impacts student learning through College and Career Readiness Standards, 2) demonstrate enhanced gains in every subgroup of the school, and 3) continue to develop technology to ensure that students acquire the needed skills to enter and be successful in a society and economy that is driven and lead by technology.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

All pertinent information has been given in the previous sections.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

As a school, we invited parents, teachers and students to serve on the planning team. During open house we had a sign-up sheet available for parents to indicate if interested. Also, teachers signed up for various committees before school started, which was during the two professional development days scheduld before opening day for students. The leadership team worked for five days to prepare a framework for the faculty to review and make modifications or suggestions.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

As of now, only teachers and parents have been involved in the planning process. All faculty members and parents were invited to attend any and all CIP planning days the week of July 29-August 2, 2013 to make suggestions for changes. The annual Title I meeting was held on September 9, 2013. Parents-Right-To-Know, ARMT+ data, and new College and Career Ready Standards were presented to parents and community members through a power point. Parents were encouraged to make suggestions for any revisions of the 2013-2014 school compact which indicates the role of students, parents, teachers, and principal. As a team, everyone looked at the school's survey data and decided the focus for the upcoming school term.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan will be communicated through the school's website, newsletters, and the school messenger. A copy will be available in the office and library at all times which will be accessible for all stakeholders. If modifications are made to the plan, parents will be notified through the school's website and newsletters.

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

NA

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

NA

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

NA

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

NA

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

NA

What are the implications for these stakeholder perceptions?

NA

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

NA

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4

Sections
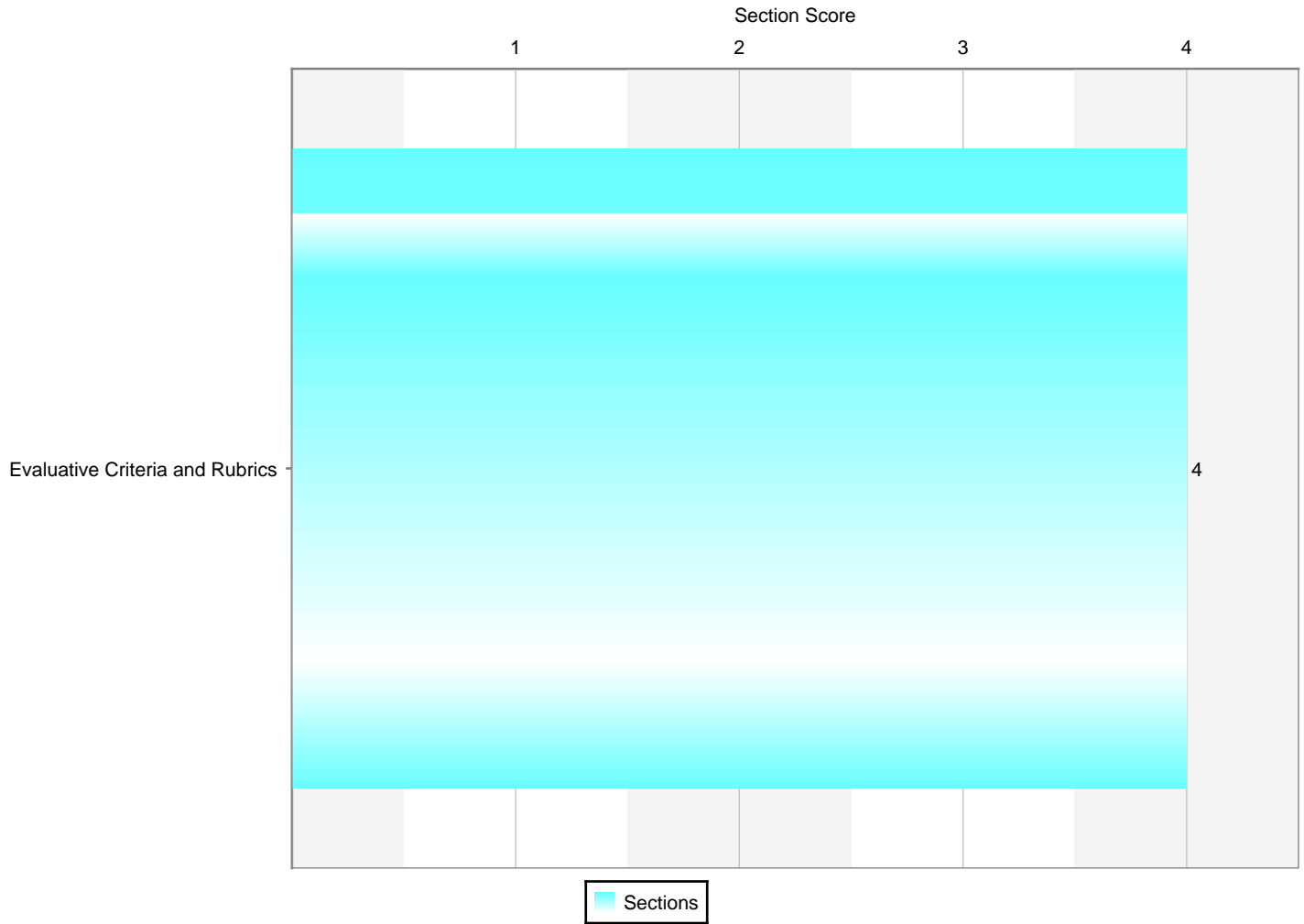
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Assessment Alignment Our curriculum is aligned with the (CCRS) College and Career Ready standards. Our assessments are designed to meet the needs of the CCRS standards. Assessment Quality and Administration The assessments are state suggested assessments which are aligned to the College and Career Ready Standards. These are administered annually, quarterly or monthly to determine the validity and reliability of proficiency on these assessments.	Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The areas above the expected levels of performance are grades K-2 reading DIBELS results in phonetic analysis and grades 3-6 reading in vocabulary and comprehension of literary/recreational text. Also, grades 3-6 indicated above expected results in geometry and measurement standards in mathematics.

Describe the area(s) that show a positive trend in performance.

The areas having a positive trend in performance taken from the ARMT+ data are in grades 3-6 reading, comprehension of literary/recreational materials. Also, indicating a positive trend is geometry for grades 3-6 in the area of mathematics.

Which area(s) indicate the overall highest performance?

Vocabulary in grades 3-6, per ARMT+ results, indicated the overall highest performance in reading. Mathematics data from ARMT+ for grades 3-6 indicated that the highest performance area was measurement standards.

Which subgroup(s) show a trend toward increasing performance?

NA

Between which subgroups is the achievement gap closing?

NA

Which of the above reported findings are consistent with findings from other data sources?

The above reading and math data is consistent with findings from Global Scholars, formative assessments, and baseline testing results.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

ARMT+, 3rd Grade - 19% of students scored non-proficent in Math (Geometry)

ARMT+, 4th Grade - 18% of students scored non-proficent in Math (Data Analysis and Probability Standards)

ARMT+, 6th Grade - 19% of students scored non-proficient in Reading (Interpreting Literary Elements and Devices)

Describe the area(s) that show a negative trend in performance.

The following areas indicate a fall in % of proficient students (landing below 90%):

Kindergarten - DIBELS - Initial Sound Fluency

3rd Grade - ARMT+ Math

4th Grade - ARMT+ Reading

6th Grade - ARMT+ Reading and Math

Which area(s) indicate the overall lowest performance?

The ovverall lowest performance was 6th grade ARMT+ math with 38% of students scoring a IV.

Which subgroup(s) show a trend toward decreasing performance?

NA

Between which subgroups is the achievement gap becoming greater?

NA

Which of the above reported findings are consistent with findings from other data sources?

Findings that are consistent with other data sources include Global Scholars, formative assessments, and baseline testing results.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   3.75
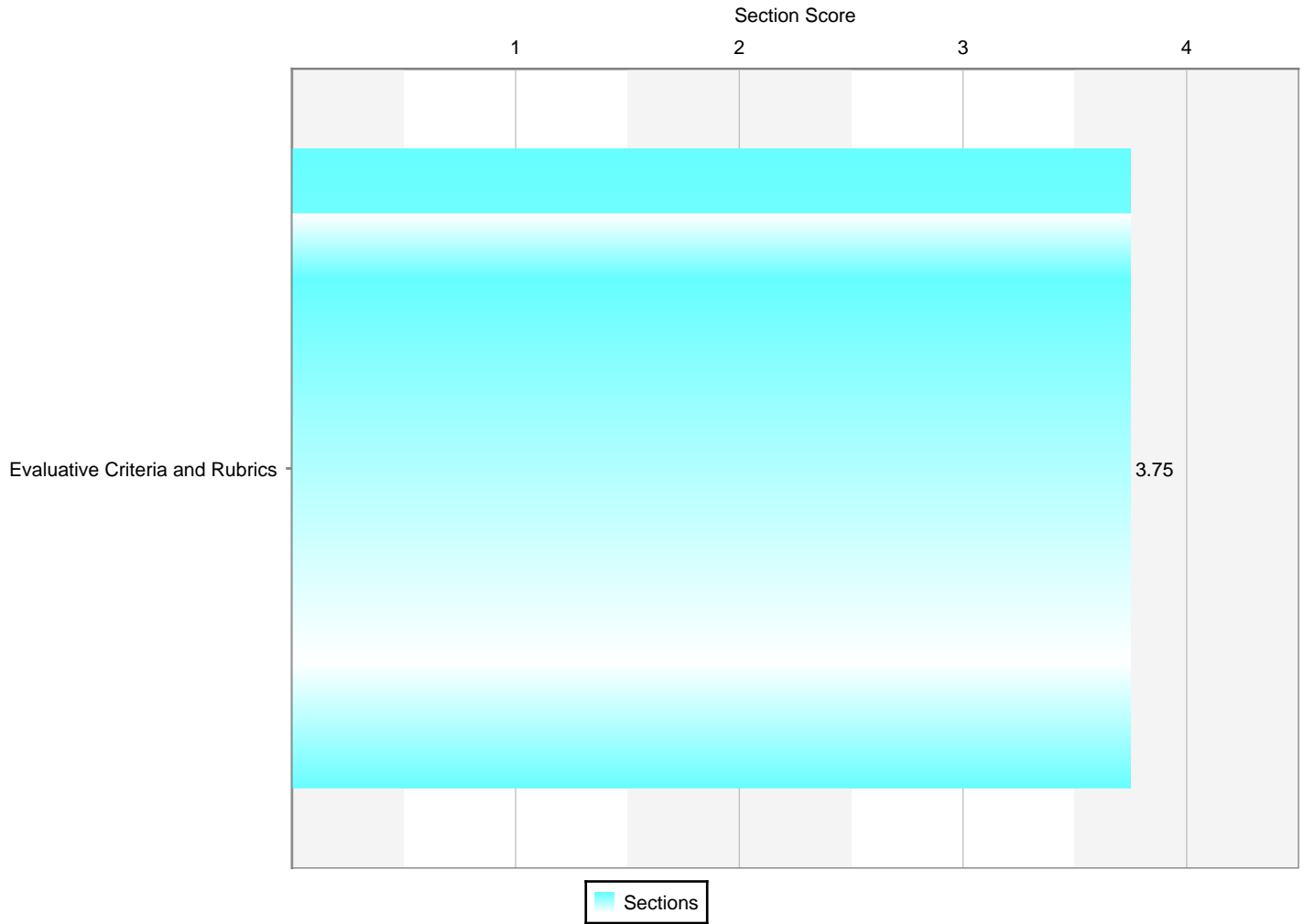
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Luke Taylor - Principal Elizabeth Coker - Chairperson Sharon Parker - Counselor Lisa Taylor - Gifted Teacher/Techology Sandra Alexander - Special Education Lead Teacher Shelia Smith - Kindergarten Patti Christopher - 1st Grade Regina McGrew - 2nd Grade Priscillia Grayson - 3rd Grade LaStencia Boykin - 4th Grade Michelle Taylor - 5th Grade Patricia Gibson - 6th Grade Daphne Carpenter - Parent Loutricia Lee - Parent Dee Ann Campbell - Community Stakeholder Carole Pearce - Community Stakeholder	

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Luke N. Taylor Principal, SCES 10935 Highway 17 S. Gilbertown, AL 36908 251-843-2461	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		School Compact

CIP 2013-2014

Overview

Plan Name

CIP 2013-2014

Plan Description

CIP planning team.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students (K-6) at Southern Choctaw Elementary School will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$81922
2	All students (K-6) at Southern Choctaw Elementary School will become proficient on formative assessments in math.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$9000
3	All learners will have effective, engaging, challenging, and empowering learning experiences in and out of school that prepares them to be active, creative, knowledgeable, and ethical participants in our globally networked society.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
5	Faculty Members and Leaders will be prepared to use and help students use digital resources and technology tools to provide quality, engaging learning experiences that best prepare students with skills, knowledge, and dispositions to be successful.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$6062
6	All students at Southern Choctaw Elementary School will be able to understand, communicate with, respect, and live harmoniously in a diverse society.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$3734

Goal 1: All students (K-6) at Southern Choctaw Elementary School will become proficient readers.

Measurable Objective 1:

A 55% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase of 4% in Reading by 05/29/2014 as measured by Global Scholars. By the end of the third assessment, 80% of K-2 students will obtain benchmark status according to DIBELS test results..

Strategy 1:

Differentiated Instruction - Students will participate in SRB instructional learning activities designed to meet their individual learning needs based on formative assessments. These include: small group, peer tutoring, one-on-one instruction, explicit instuction, and specfic feedback.

Research Cited: Global Scholars is the state recommended program to use for accountability and assessment. Both have been long a part of the history of educational reform.m however, a new Information Age has created a push for more complex information and data in schools. The level of specificity and the demand for increasingly complex monitoring and reporting of student achievement and progress is a major challenge for many schools and districts. Traditional paper-and-pencil data analysis and reporting no longer meet the requirements for immediate, secure, and detailed data management required under NCLB. Many states are responding to the demands for increased accountability by implementing computer-based state tests. As of the 2004-2005 school year, fifteen states offer computer- based assessments delivered via the Internet, and another five have piloted computer-based state assessments. All reading classrooms will be using Scott Foresman Research Based Reading Street Series 2008 as a primary resource.

Activity - Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the CCRS to create study guides in reading and mathematics which enables students to ask and answer questions.	Direct Instruction	08/19/2013	05/29/2014	$5187	Title I Part A	Classroom teacher

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk students are provided with additional homework assistance 3 days per week and 1 hour a day until the end of the school year.	Tutoring	10/01/2013	05/29/2014	$5108	Title I Part A	After-School Tutoring teachers

Strategy 2:

Technology Enhanced Lessons/Test Taking - Technology will be used to differentiate lessons and provide remediation, intervention, challenging activities, and Global Scholars testing in the area of reading. Global Scholars system-wide assessments will be given to every student in Grades 1-6 in the fall and again to every student in K-6 in the winter and spring. Additionally, all students in grades K-6 will be given teacher-made Global Scholar 9 week assessments in order to closely monitor learning and adjust instruction. The utilization of several mobile iPad units will be a critical part of the assessment process which is on-going throughout the school year.

Research Cited: Global Scholars is the state recommended assessment and research based skills program for the state of Alabama. While accountability and assessment have been long a part of the history of educational reform, a new Information Age has created a push for more complex information and data in schools. The level of specificity and the demand for increasingly complex monitoring and reporting of student achievement and progress is a major challenge for many schools

and districts. Traditional paper-and-pencil data analysis and reporting no longer meet the requirements for immediate, secure, and detailed data management required under NCLB. Many states are responding to the demands for increased accountability by implementing computer-based state tests. As of the 2004-2005 school year, fifteen states offer computer- based assessments delivered via the Internet, and another five have piloted computer-based state assessments. Of those fifteen states, six use computer adaptive tests, and one is piloting computer adaptive tests (Education Week, 2005).

Activity - Technology in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate technology to provide high interest, interactive lessons for their reading classes. Technology will be used to gather, review, and print assessment data by grade level teachers. 100% of classroom teachers will document the use of technology, both by student and teacher, in lesson plans and turn in one plan per month showing technology usage by teachers and students. Students in grades K-6 are taking formative reading assessments on iPads and/or laptops which enable them to develop their proficiency in use of technology which increases with each succeeding grade level at SCES. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$42305	Title I Part A	Classroom teacher, Principal

Strategy 3:

Class Size Reduction - There was an increase in third grade enrollment, a second teacher was needed. Student/teacher ratio was 49:1.

Activity - Improve Student Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There was a need for a second 3rd grade teacher because of the increased enrollment of students. The student/teacher ratio was 49:1.	Class Size Reduction	08/20/2013	05/29/2014	$29322	Title I Part A	Classroom Teacher

Goal 2: All students (K-6) at Southern Choctaw Elementary School will become proficient on formative assessments in math.

Measurable Objective 1:

A 55% increase of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency increase of 4% on formative assessments in Mathematics by 05/29/2014 as measured by Global Scholars and AMSTI assessments..

Strategy 1:

Differentiated Instruction - Students will participate in SBR instructional learning activities designed for academic growth based on individual learning needs to include explicit instruction, small group instruction, peer mentoring, and providing specific feedback.

Research Cited: While accountability and assessment have been long a part of the history of educational reform, a new Information Age has created a push for more complex information and data in schools. The level of specificity and the demand for increasingly complex monitoring and reporting of student achievement and progress is a major challenge for many schools and districts. Traditional paper-and-pencil data analysis and reporting no longer meet the requirements for immediate,

secure, and detailed data management required under NCLB. Many states are responding to the demands for increased accountability by implementing computer-based state tests. As of the 2004-2005 school year, fifteen states offer computer- based assessments delivered via the Internet, and another five have piloted computer-based state assessments. Of those fifteen states, six use computer adaptive tests, and one is piloting computer adaptive tests (Education Week, 2005).

Activity - Design Instruction Based on CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will use College and Career Ready Standards as a resource for instructional use for formal and informal assessments. 100% of math teachers in grades 3-6 will document use of CCRS in their lesson plans. One lesson plan per month will be turned in as evidence of the use of CCRS.	Direct Instruction	08/19/2013	05/29/2014	$0	No Funding Required	Math classroom teachers and Principal

Activity - Monitor Implementation of CCRS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation of CCRS through AMSTI applications and Global Scholars benchmark and quarterly assessments. Student progress will be charted in the data room during bi-weekly faculty data meetings. Evidence of CCRS implementation can be observed through walk throughs and peer coaching.	Other	08/19/2013	05/29/2014	$1500	Title I Part A	Math classroom teachers and Principal

Strategy 2:

Technology Enhanced Lessons/Test Taking - Technology will be used to differentiate lessons and provide remediation, intervention, enrichment, challenging activities, and assessments given by the school/state.

Research Cited: While accountability and assessment have been long a part of the history of educational reform, a new Information Age has created a push for more complex information and data in schools. The level of specificity and the demand for increasingly complex monitoring and reporting of student achievement and progress is a major challenge for many schools and districts. Traditional paper-and-pencil data analysis and reporting no longer meet the requirements for immediate, secure, and detailed data management required under NCLB. Many states are responding to the demands for increased accountability by implementing computer-based state tests. As of the 2004-2005 school year, fifteen states offer computer- based assessments delivered via the Internet, and another five have piloted computer-based state assessments. Of those fifteen states, six use computer adaptive tests, and one is piloting computer adaptive tests (Education Week, 2005).

Activity - Technology in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will incorporate technology to provide high interest, interactive lessons. Through this use of technology, students are encouraged to use technology in the area of math. Technology will be used to gather and review assessment data by grade level teachers. 100% of math teachers will document the use of technology, by both student and teacher, in lesson plans and turn in one lesson plan per month showing technology usage by teacher and students. Students in grades K-6 are taking formative math assessments on iPads and/or laptops which enable them to develop their proficiency in the use of technology which will increase with each succeeding grade level at SCES. AMSTI will provide bi-weekly professional development which will include technological resources that will be modeled by AMSTI consultants and utilized by math teachers. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$5500	Title I Part A	Math teachers and Principal

Activity - AMSTI Year 1 and Year 2 Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI consultants will train teachers who did not complete Year 1 training and will train teachers for AMSTI Year 2.	Professional Learning	08/20/2013	05/29/2014	$1000	Title II Part A	Teachers

Activity - Teacher Training - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend training sessions offered by AMSTI.	Professional Learning	08/20/2013	05/29/2014	$1000	Title II Part A	Teachers

Goal 3: All learners will have effective, engaging, challenging, and empowering learning experiences in and out of school that prepares them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

Measurable Objective 1:

demonstrate a proficiency by the use of student surveys and comprehensive needs assessments by 05/29/2014 as measured by results of teacher and student surveys..

Strategy 1:

Teacher/Student Surveys - Teachers and students will participate in technology surveys to demonstrate proficiency in technology.

Research Cited: Analyzing teacher/student surveys

Activity - Tech Tuesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology experts will offer aid and information to teachers on the use of various technologies during their grade level meetings throughout the year.	Professional Learning	09/10/2013	05/29/2014	$0	No Funding Required	Technology Lead Teachers

Goal 4: All students and educators will have access to a comprehensive infrastructure for learning and productivity using digital tools, when and where they need it in order to fully support a society of learners in which learning is life-long and life-wide.

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent connectivity to access the internet and digital learning tools by 05/29/2014 as measured by interviews with teachers, students, and administrators and with network activity logs.

Strategy 1:

Interviews and Activity Logs - Interviews will be conducted during grade level and across grade level meetings and by collecting and analyzing network activity logs.

Research Cited: Analyze data from network activity logs

Activity - Grade Level/Across Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in grade levels/across grade levels to discuss the connectivity of internet and using digital learnng tools.	Other	09/10/2013	05/29/2014	$0	No Funding Required	Grade level teachers, Principal

Goal 5: Faculty Members and Leaders will be prepared to use and help students use digital resources and technology tools to provide quality, engaging learning experiences that best prepare students with skills, knowledge, and dispositions to be successful.

Measurable Objective 1:

collaborate to use technology and digital resources to provide standards-based instruction and learning activities to advance student learning by 05/29/2014 as measured by lesson plans and principal walk-throughs.

Strategy 1:

Professional Learning - Technology leaders will provide professional learning for teachers to help students move from text-based resources to digital resources to empower students to learn in a variety of ways.

Research Cited: Principal reports and lesson plans

Activity - Technology on Demand	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Media Specialist and grade level teachers will attend TIM, AMSTI, MEGA, and Technology Conference workshops and will share information on innovative products and processes using technology with the faculty and staff. | Professional Learning | 08/20/2013 | 05/29/2014 | $5500 | Title I Part A | Media Specialist, Grade Level Teachers |

Activity - Teacher Training on Instructional/Technology Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in job-embedded professional development on instructional strategies and other pertinent information received from workshops pertaining to AMSTI, technology, and/or MEGA conference.	Professional Learning	08/20/2013	05/29/2014	$562	Title I Part A	Faculty and staff members attending wokshops

Goal 6: All students at Southern Choctaw Elementary School will be able to understand, communicate with, respect, and live harmoniously in a diverse society.

Measurable Objective 1:

complete a portfolio or performance during parent/PTO meetings and school assemblies by 05/29/2014 as measured by faculty and student surveys/feedback.

Strategy 1:

The Leader in Me Implementation - All teachers will teach a 10-minute weekly lesson on the 7 Habits from The Leader in Me from which students are provided with meaningful student leadership roles and responsibilities. Access to The Leader in Me website allows teachers to view games, bulletin board ideas, lesson plans, etc. Research Cited: Character education is part of the accountability law-Alabama Act 95-313. Of the studies that have been conducted so far, a few suggest that "as you facilitate social development, you are concurrently, for many kids, advancing their academic function," according to Stephen N. Elliott, a professor of educational psychology at the University of Wisconsin-Madison. Citing one specific example, an Italian study in 2000 that found children's positive social skills to be powerful predictors of academic achievement, Elliott suggests that social skills that are part of character education programs may be "academic enablers" (Viadero, 2003). The Collaborative for Academic, Social, and Emotional Learning recently examined 242 health, prevention, and positive-youth-development programs. Its examination resulted in the report "Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs," which reviews 80 nationally available, multiyear, sequenced programs for general education classrooms (2003). The report identifies 22 programs that are especially effective in preventing substance abuse, improving academic performance, promoting general health, or supporting other social behaviors.

Activity - Leader in Me Assemblies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Southern Choctaw Elementary School will hold quarterly assemblies in which students in Grades K-6 will perform at least one of the 7 Habits from The Leader in Me. Songs, poems, etc. performed by the students can be found on the LIM licensed website.	Behavioral Support Program	08/20/2013	05/29/2014	$1500	Title I Part A	Faculty

Activity - Bringing It Home - TLIM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Southern Choctaw Elementary School hosts "Pastries with Parents" in October, November, and January. During these parental involvement events, parents are presented with a powerpoint presentation from TLIM which suggests and encourages parents to incorporate the 7 habits in the home.	Parent Involvement	10/10/2013	01/16/2014	$634	Title I Part A	Parental Involvement Team

Activity - Parent Training Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCES will offer parent training sessions throughout the school year. These sessions will be held at a variety of times: after PTO meetings, during school hours, and after school. Brochures, workbooks, materials and resources on TLIM, and information booklets on Common Core will be utilized during these sessions.	Parent Involvement	01/23/2014	05/29/2014	$1000	Title I Part A	Parental Involvement Team

Activity - Transition Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Local Headstart teachers, students, and parents will be invited to programs and activities sponsored by SCES. Sixth grade students will visit Southern Choctaw High School to meet teachers and get orientated into procedures and requirements.	Other	08/20/2013	05/29/2014	$0	No Funding Required	Faculty and Staff

Activity - The Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student activity workbooks for the LIM provide student with various activities which focus on the 7 Habits. The activities allow for classroom discussions and are aligned with education standards.	Behavioral Support Program	08/20/2013	05/29/2014	$600	Title I Part A	Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training - AMSTI	Teachers will attend training sessions offered by AMSTI.	Professional Learning	08/20/2013	05/29/2014	$1000	Teachers
AMSTI Year 1 and Year 2 Training	AMSTI consultants will train teachers who did not complete Year 1 training and will train teachers for AMSTI Year 2.	Professional Learning	08/20/2013	05/29/2014	$1000	Teachers
				Total	$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level/Across Grade Level Meetings	Teachers will meet in grade levels/across grade levels to discuss the connectivity of internet and using digital learnng tools.	Other	09/10/2013	05/29/2014	$0	Grade level teachers, Principal
Tech Tuesday	Technology experts will offer aid and information to teachers on the use of various technologies during their grade level meetings throughout the year.	Professional Learning	09/10/2013	05/29/2014	$0	Technology Lead Teachers
Transition Strategies	Local Headstart teachers, students, and parents will be invited to programs and activities sponsored by SCES. Sixth grade students will visit Southern Choctaw High School to meet teachers and get orientated into procedures and requirements.	Other	08/20/2013	05/29/2014	$0	Faculty and Staff
Design Instruction Based on CCRS	Math teachers will use College and Career Ready Standards as a resource for instructional use for formal and informal assessments. 100% of math teachers in grades 3-6 will document use of CCRS in their lesson plans. One lesson plan per month will be turned in as evidence of the use of CCRS.	Direct Instruction	08/19/2013	05/29/2014	$0	Math classroom teachers and Principal
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Monitor Implementation of CCRS	Monitor implementation of CCRS through AMSTI applications and Global Scholars benchmark and quarterly assessments. Student progress will be charted in the data room during bi-weekly faculty data meetings. Evidence of CCRS implementation can be observed through walk throughs and peer coaching.	Other	08/19/2013	05/29/2014	$1500	Math classroom teachers and Principal
Bringing It Home - TLIM	Southern Choctaw Elementary School hosts "Pastries with Parents" in October, November, and January. During these parental involvement events, parents are presented with a powerpoint presentation from TLIM which suggests and encourages parents to incorporate the 7 habits in the home.	Parent Involvement	10/10/2013	01/16/2014	$634	Parental Involvement Team
Technology on Demand	Media Specialist and grade level teachers will attend TIM, AMSTI, MEGA, and Technology Conference workshops and will share information on innovative products and processes using technology with the faculty and staff.	Professional Learning	08/20/2013	05/29/2014	$5500	Media Specialist, Grade Level Teachers
Technology in Math	Teachers will incorporate technology to provide high interest, interactive lessons. Through this use of technology, students are encouraged to use technology in the area of math. Technology will be used to gather and review assessment data by grade level teachers. 100% of math teachers will document the use of technology, by both student and teacher, in lesson plans and turn in one lesson plan per month showing technology usage by teacher and students. Students in grades K-6 are taking formative math assessments on iPads and/or laptops which enable them to develop their proficiency in the use of technology which will increase with each succeeding grade level at SCES. AMSTI will provide bi-weekly professional development which will include technological resources that will be modeled by AMSTI consultants and utilized by math teachers. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$5500	Math teachers and Principal
Questioning	Teachers will incorporate the CCRS to create study guides in reading and mathematics which enables students to ask and answer questions.	Direct Instruction	08/19/2013	05/29/2014	$5187	Classroom teacher
Improve Student Performance	There was a need for a second 3rd grade teacher because of the increased enrollment of students. The student/teacher ratio was 49:1.	Class Size Reduction	08/20/2013	05/29/2014	$29322	Classroom Teacher
After-School Tutoring	At risk students are provided with additional homework assistance 3 days per week and 1 hour a day until the end of the school year.	Tutoring	10/01/2013	05/29/2014	$5108	After-School Tutoring teachers
The Leader in Me	Student activity workbooks for the LIM provide student with various activities which focus on the 7 Habits. The activities allow for classroom discussions and are aligned with education standards.	Behavioral Support Program	08/20/2013	05/29/2014	$600	Teachers

Parent Training Sessions	SCES will offer parent training sessions throughout the school year. These sessions will be held at a variety of times: after PTO meetings, during school hours, and after school. Brochures, workbooks, materials and resources on TLIM, and information booklets on Common Core will be utilized during these sessions.	Parent Involvement	01/23/2014	05/29/2014	$1000	Parental Involvement Team
Leader in Me Assemblies	Southern Choctaw Elementary School will hold quarterly assemblies in which students in Grades K-6 will perform at least one of the 7 Habits from The Leader in Me. Songs, poems, etc. performed by the students can be found on the LIM licensed website.	Behavioral Support Program	08/20/2013	05/29/2014	$1500	Faculty
Teacher Training on Instructional/Technology Strategies	Participate in job-embedded professional development on instructional strategies and other pertinent information received from workshops pertaining to AMSTI, technology, and/or MEGA conference.	Professional Learning	08/20/2013	05/29/2014	$562	Faculty and staff members attending wokshops
Technology in Reading	Teachers will incorporate technology to provide high interest, interactive lessons for their reading classes. Technology will be used to gather, review, and print assessment data by grade level teachers. 100% of classroom teachers will document the use of technology, both by student and teacher, in lesson plans and turn in one plan per month showing technology usage by teachers and students. Students in grades K-6 are taking formative reading assessments on iPads and/or laptops which enable them to develop their proficiency in use of technology which increases with each succeeding grade level at SCES. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$42305	Classroom teacher, Principal
			Total		$98718	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

How was the comprehensive needs assessment conducted?

Comprehensive needs assessment surveys were distributed by federal programs and were completed by the faculty.

What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment were reviewed, discussed, and evaluated by the CIP team. Data from SIRS, parental surveys, ASA results, ARMT+ results, attendance reports (student & teacher), AAA Scores, EducateAlabama profile (school summary), DIBELS, and student enrollment by grade level was used to determine needs to be addressed in the plan. The comprehensive needs assessment showed that the student-teacher ratio was 49:1 in 3rd grade which indicated a great need for an additional teacher. After the hiring of a second teacher in Grade 3, the student teacher ratio was 25:1. The comprehensive needs assessment also showed a weakness in the area of technology within the classroom and in the computer lab. Current desktop and laptop computers are outdated and do not support technology software needed for web-based assessments. More than 75% of the computers/laptops are not operable. There are 380 students enrolled and 23 teachers at SCES who would have usage of the computers and laptops.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Spring 2013 :
Strengths:
   82% of kindergarten (upcoming 1st graders) benchmarked on phoneme segmentation fluency.
   96% of 1st graders (upcoming 2nd graders) benchmarked on phoneme segmentation fluency.
Weaknesses:
   27% of kindergartens (upcoming 1st graders) were not proficient in letter naming fluency.
   23% of 1st graders (upcoming 2nd graders) were not proficient in nonsense word fluency.
   27% of 1st graders (upcoming 2nd graders) were not proficient in oral reading fluency.
   24% of 2nd graders (upcoming 3rd graders) were not proficient in oral reading fluency.
Parental Surveys
Strengths:
   100% of parents surveyed answered that they "feel welcomed at SCES."
   99% of parents surveyed said they "understand my child's report cards and test scores."
   99% of parents surveyed said "the school encourages me to be involved in my child's education."
Weaknesses:
   42% of parents surveyed felt they did not know "how you can be involved in school planning/review committees."
   47% did not know "what it means to be a Title I School and what your rights are."
   47% did not know about "volunteer work you can do at school."
School Demographic Information related to student discipline (e.g. total office referrals, long - and - short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).
Strengths:
   There were 24 total office referrals for the 2012-2013 school years resulting in 29 short term suspensions; there were no expulsions or alternative school placements. The SIR (Serious Incident Report) indicated 6 instances of disorderly conduct and 8 instances of fighting.
Weaknesses:

63% of office referrals involved black males.

58% of office referrals were bus infractions.

What conclusions were drawn from the results?

The conclusions that were drawn from the results of the needs assessment were as follows:

The purchase of iPads/computer hardware is imperative in order to enhance technology use in the classroom/computer lab/media center.

Continue to involve parents in school activities by forming an active parent planning committee in which parents are the key factors.

Seek professional development in the area of AMSTI

Use data obtained from Global Scholars, DIBELS, ASA and unit/posttest scores in bi-weekly data meetings to improve instruction and student proficiency.

To hire a class size reduction teacher for Grade 3

Continue the implementation of The Leader in Me process to build positive character traits which impacts student achievement and discipline.

Offer extended learning opportunities to improve student proficiecy on state assessments.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

As with all schools and/or school programs there is always improvement which needs to be made for the school, students, parents, and community to become true partners in the educational experience. Surveys and student/staff feedback indicates that the implementation of the 7 Habits of The Leader in Me has already had a positive impact on school perception, the understanding of proactive behavior and teamwork.

How are the school goals connected to priority needs and the needs assessment?

The school goals are concentrated on reading and math which are integrated with technology with additional emphasis on increasing parental involvement. With the emphasis on using technology with students and obtaining student data, it is imperative that the school not only place an emphasis on purchasing/using technology but training all students/faculty/parents to be proficient and comfortable using technology. The goals were determined by the data collected from the comprehensive needs assessment which indicate the areas most in need as being technology, reading, and mathematics.

How do the goals portray a clear and detailed analysis of multiple types of data?

Multiple types of data were used, analyzed and incorporated in the goals of the plan. Through the analysis of ARMT+, AAA, ASA, surveys, discipline referrals, and additional data, it was determined what the goals should be and how the goals of the school should be written, especially in the areas of reading, math, and technology.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals address the needs of the entire school population because this school has a practice of differentiation within each subject area which benefits all students within the school. To those students who need additional help, Tier II, Tier III, RtI, My Sidewalks Program, and pull-out/pull-in through the special education department/teachers ensures that the needs of all students are addressed, regardless of their capabilities.

Component 2: Schoolwide Reform Strategies

Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards?

Goal 1:

All students (K-6) at Southern Choctaw Elementary School will become proficient readers.

Measurable Objective 1:

A 55% increase of All Students will demonstrate a proficiency increase of 4% in Reading by 05/29/2014 as measured by Global Scholars.

By the end of the third assessment, 80% of K-2 students will obtain benchmak status according to DIBELS test results..

Strategy1:

Differentiated Instruction - Students will participate in SRB instructional learning activities designed to meet their individual learning neds

based on formative assessments. These include: small group, peer tutoing, one-on-one instruction, explicit instuction, and specfic feedback.

Research Cited: Scott Foresman Research Based eading Street Series 2008

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the CCRS to create questions in a variety of ways in the classroom to promote the acquisition of content.	Direct Instruction	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner

Strategy2:

Technology Enhanced Lessons/Test Taking - Technology will be used to differentiate lessons and provide remediation, intervention,

challenging activities, and Global Scholas testing in the area of reading.

Research Cited:

Activity - Technology in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology to provide high interest, interactive lessons for their reading classes. Technology will be used to gather and review assessment data by grade level teachers. 100% of teachers will document the use of technology, both by student and teacher, in lesson plans and turn in one plan per month showing technology usage by teachers and students. Students in grades K-6 are taking formative reading assessments on iPads and/or laptops which enable them to develop their proficiency in use of technlogy which increases with each succeeding grade level at SCES. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Goal 2:

All students (K-6) at Southern Choctaw Elementary School will become proficient on formative assessments in math.

Measurable Objective 1:

A 55% increase of All Students will demonstrate a proficiency increase of 4% on fomative assessments in Mathematics by 05/29/2014 as measured by Global Scholars and Go Math! assessments..

Strategy1:

Differentiated Instruction - Students will participate in SBR instructional learning activities designed for academic growth based on individual learning needs to include explicit instruction, small group instruction, peer mentoring, and providing specific feedback.

Research Cited: The research used to support this strategy is based on work supported by Global Scholars; GoMath! 2012. Houghton Mifflin Harcourt Publishing Company, Orlando, Florida.

Activity - Design Instruction Based on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use College and Career Ready Standards as a resource for instructional use for formal and informal assessments. 100% of math teachers in grades 3-6 will document use of CCRS in their lesson plans. One lesson plan per month will be turned in as evidence of the use of CCRS.	Direct Instruction	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner

Activity - Monitor Implementation of CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of CCRS and Go Math! instructional strategies through walk throughs and peer coaching.	Other	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Strategy2:

Technology Enhanced Lessons/Test Taking - Technology will be used to differentiate lessons and provide remediation, intervention, enrichment, challenging activities, and assessments given by the school/state.

Research Cited: The research used to support this strategy is based on work supported by Global Scholar.

Activity - Technology in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology to provide high interest, interactive lessons. Through this use of technology, students are encouraged to use technology in the area of math. Technology will be used to gather and review assessment data by grade level teachers. 100% of math teachers will document the use of technology, by both student and teacher, in lesson plans and turn in one lesson plan per month showing technology usage by teacher and students. Students in grades K-6 are taking formative math assessments on iPads and/or laptops which enable them to develop their proficiency in use of technology which increases with each succeeding grade level at SCES. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction?

Goal 1:

All students (K-6) at Southern Choctaw Elementary School will become proficient readers.

Measurable Objective 1:

A 55% increase of All Students will demonstrate a proficiency increase of 4% in Reading by 05/29/2014 as measured by Global Scholars.

By the end of the third assessment, 80% of K-2 students will obtain benchmak status according to DIBELS test results..

Strategy1:

Technology Enhanced Lessons/Test Taking - Technology will be used to differentiate lessons and provide remediation, intervention,

challenging activities, and Global Scholas testing in the area of reading.

Research Cited:

Activity - Technology in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology to provide high interest, interactive lessons for their reading classes. Technology will be used to gather and review assessment data by grade level teachers. 100% of teachers will document the use of technology, both by student and teacher, in lesson plans and turn in one plan per month showing technology usage by teachers and students. Students in grades K-6 are taking formative reading assessments on iPads and/or laptops which enable them to develop their proficiency in use of technlogy which increases with each succeeding grade level at SCES. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Strategy2:

Differentiated Instruction - Students will participate in SRB instructional learning activities designed to meet their individual learning neds

based on formative assessments. These include: small group, peer tutoing, one-on-one instruction, explicit instuction, and specfic feedback.

Research Cited: Scott Foresman Research Based eading Street Series 2008

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the CCRS to create questions in a variety of ways in the classroom to promote the acquisition of content.	Direct Instruction	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner

Goal 2:

All students (K-6) at Southern Choctaw Elementary School will become proficient on formative assessments in math.

Measurable Objective 1:

A 55% increase of All Students will demonstrate a proficiency increase of 4% on fomative assessments in Mathematics by 05/29/2014 as measured by Global Scholars and Go Math! assessments..

Strategy1:

Technology Enhanced Lessons/Test Taking - Technology will be used to differentiate lessons and provide remediation, intervention, enrichment, challenging activities, and assessments given by the school/state.

Research Cited: The research used to support this strategy is based on work supported by Global Scholar.

Activity - Technology in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology to provide high interest, interactive lessons. Through this use of technology, students are encouraged to use technology in the area of math. Technology will be used to gather and review assessment data by grade level teachers. 100% of math teachers will document the use of technology, by both student and teacher, in lesson plans and turn in one lesson plan per month showing technology usage by teacher and students. Students in grades K-6 are taking formative math assessments on iPads and/or laptops which enable them to develop their proficiency in use of technology which increases with each succeeding grade level at SCES. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Strategy2:

Differentiated Instruction - Students will participate in SBR instructional learning activities designed for academic growth based on individual learning needs to include explicit instruction, small group instruction, peer mentoring, and providing specific feedback.

Research Cited: The research used to support this strategy is based on work supported by Global Scholars; GoMath! 2012. Houghton Mifflin Harcourt Publishing Company, Orlando, Florida.

Activity - Design Instruction Based on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use College and Career Ready Standards as a resource for instructional use for formal and informal assessments. 100% of math teachers in grades 3-6 will document use of CCRS in their lesson plans. One lesson plan per month will be turned in as evidence of the use of CCRS.	Direct Instruction	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner

Activity - Monitor Implementation of CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of CCRS and Go Math! instructional strategies through walk throughs and peer coaching.	Other	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment?

Goal 1:

All students (K-6) at Southern Choctaw Elementary School will become proficient readers.

Measurable Objective 1:

A 55% increase of All Students will demonstrate a proficiency increase of 4% in Reading by 05/29/2014 as measured by Global Scholars.

By the end of the third assessment, 80% of K-2 students will obtain benchmak status according to DIBELS test results..

Strategy1:

Technology Enhanced Lessons/Test Taking - Technology will be used to differentiate lessons and provide remediation, intervention,

challenging activities, and Global Scholas testing in the area of reading.

Research Cited:

Activity - Technology in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology to provide high interest, interactive lessons for their reading classes. Technology will be used to gather and review assessment data by grade level teachers. 100% of teachers will document the use of technology, both by student and teacher, in lesson plans and turn in one plan per month showing technology usage by teachers and students. Students in grades K-6 are taking formative reading assessments on iPads and/or laptops which enable them to develop their proficiency in use of technlogy which increases with each succeeding grade level at SCES. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Strategy2:

Differentiated Instruction - Students will participate in SRB instructional learning activities designed to meet their individual learning neds based on formative assessments. These include: small group, peer tutoing, one-on-one instruction, explicit instuction, and specfic feedback.

Research Cited: Scott Foresman Research Based eading Street Series 2008

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the CCRS to create questions in a variety of ways in the classroom to promote the acquisition of content.	Direct Instruction	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner

Goal 2:

All students (K-6) at Southern Choctaw Elementary School will become proficient on formative assessments in math.

Measurable Objective 1:

A 55% increase of All Students will demonstrate a proficiency increase of 4% on fomative assessments in Mathematics by 05/29/2014 as measured by Global Scholars and Go Math! assessments..

Strategy1:

Differentiated Instruction - Students will participate in SBR instructional learning activities designed for academic growth based on individual learning needs to include explicit instruction, small group instruction, peer mentoring, and providing specific feedback.

Research Cited: The research used to support this strategy is based on work supported by Global Scholars; GoMath! 2012. Houghton Mifflin Harcourt Publishing Company, Orlando, Florida.

Activity - Design Instruction Based on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use College and Career Ready Standards as a resource for instructional use for formal and informal assessments. 100% of math teachers in grades 3-6 will document use of CCRS in their lesson plans. One lesson plan per month will be turned in as evidence of the use of CCRS.	Direct Instruction	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner

Activity - Monitor Implementation of CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of CCRS and Go Math! instructional strategies through walk throughs and peer coaching.	Other	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Strategy2:

Technology Enhanced Lessons/Test Taking - Technology will be used to differentiate lessons and provide remediation, intervention, enrichment, challenging activities, and assessments given by the school/state.

Research Cited: The research used to support this strategy is based on work supported by Global Scholar.

Activity - Technology in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology to provide high interest, interactive lessons. Through this use of technology, students are encouraged to use technology in the area of math. Technology will be used to gather and review assessment data by grade level teachers. 100% of math teachers will document the use of technology, by both student and teacher, in lesson plans and turn in one lesson plan per month showing technology usage by teacher and students. Students in grades K-6 are taking formative math assessments on iPads and/or laptops which enable them to develop their proficiency in use of technology which increases with each succeeding grade level at SCES. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Identify the strategies in the schoolwide plan that provide an enriched and accelerated curriculum for select students and support progress for all students?

Goal 1:

All students (K-6) at Southern Choctaw Elementary School will become proficient readers.

Measurable Objective 1:

A 55% increase of All Students will demonstrate a proficiency increase of 4% in Reading by 05/29/2014 as measured by Global Scholars.

By the end of the third assessment, 80% of K-2 students will obtain benchmak status according to DIBELS test results..

Strategy1:

Differentiated Instruction - Students will participate in SRB instructional learning activities designed to meet their individual learning neds based on formative assessments. These include: small group, peer tutoing, one-on-one instruction, explicit instuction, and specfic feedback.

Research Cited: Scott Foresman Research Based eading Street Series 2008

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the CCRS to create questions in a variety of ways in the classroom to promote the acquisition of content.	Direct Instruction	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner

Strategy2:

Technology Enhanced Lessons/Test Taking - Technology will be used to differentiate lessons and provide remediation, intervention, challenging activities, and Global Scholas testing in the area of reading.

Research Cited:

Activity - Technology in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology to provide high interest, interactive lessons for their reading classes. Technology will be used to gather and review assessment data by grade level teachers. 100% of teachers will document the use of technology, both by student and teacher, in lesson plans and turn in one plan per month showing technology usage by teachers and students. Students in grades K-6 are taking formative reading assessments on iPads and/or laptops which enable them to develop their proficiency in use of technlogy which increases with each succeeding grade level at SCES. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Goal 2:

All students (K-6) at Southern Choctaw Elementary School will become proficient on formative assessments in math.

Measurable Objective 1:

A 55% increase of All Students will demonstrate a proficiency increase of 4% on fomative assessments in Mathematics by 05/29/2014 as measured by Global Scholars and Go Math! assessments..

Strategy1:

Technology Enhanced Lessons/Test Taking - Technology will be used to differentiate lessons and provide remediation, intervention, enrichment, challenging activities, and assessments given by the school/state.

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Activity - Technology in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology to provide high interest, interactive lessons. Through this use of technology, students are encouraged to use technology in the area of math. Technology will be used to gather and review assessment data by grade level teachers. 100% of math teachers will document the use of technology, by both student and teacher, in lesson plans and turn in one lesson plan per month showing technology usage by teacher and students. Students in grades K-6 are taking formative math assessments on iPads and/or laptops which enable them to develop their proficiency in use of technology which increases with each succeeding grade level at SCES. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Strategy2:

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Activity - Monitor Implementation of CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation of CCRS and Go Math! instructional strategies through walk throughs and peer coaching.	Other	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Activity - Design Instruction Based on CCRS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use College and Career Ready Standards as a resource for instructional use for formal and informal assessments. 100% of math teachers in grades 3-6 will document use of CCRS in their lesson plans. One lesson plan per month will be turned in as evidence of the use of CCRS.	Direct Instruction	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner

Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support?

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Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Teachers have input in scheduling the subject area(s) they teach. State assessment results and observations play a role in teacher assignment and teachers are placed in their area(s) of strength. Weaknesses are addressed through observing colleagues and job embedded professional development activities.

Component 4: Strategies to Attract Highly Qualified Teachers

What is the school's teacher turnover rate for this school year?

The teacher turnover rate for Southern Choctaw Elementary School is low. During the preceding year, 2012-2013, the retirement of the school counselor was the only loss experienced by the school.

What is the experience level of key teaching and learning personnel?

The experience level of key teaching and learning personnel at Southern Choctaw Elementary School is between 6 and 41 years.

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

The school offers ongoing professional development that is designed to address the needs of the teaching staff. Emphasis is also placed on the premise that the school is a "family" that not only strives to teach as a single unit but also supports each other in their professional and personal lives.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

District representatives attend job fairs sponsored by colleges and universities for the purpose of attracting highly-qualified teachers. Prospective teachers are given information about the school system, the county and neighboring communities. Contact information is collected and distributed to each school. Title I school staff and administration determine personnel needs that require the use of TItle I funds. Applications are requested when openings are available in oder to choose only those teachers who are highly qualified. Principals are required to have knowledge of each applicant's highly qualified status based on applications submitted online through ALSDE. Only applicants meeting all requirements are to be referred to the school for the interview process. All scheduling and assignment decisions are made using this information. Professional development and mentoring is offered as a support in growth using side-by-side coaching, etc.

If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Since SCES does not have a high turnover rate of highly qualified teachers, this section does not apply to SCES.

Component 5: High Quality and Ongoing Professional Development

Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

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Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

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Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

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Describe how this professional development is "sustained and ongoing."

The professional development in the plan is "sustained and ongoing" because it deals with an ongoing process in which the faculty continues to gain knowledge and certification with AMSTI which address its math goal. The teachers will attend Global Scholars training which will enable them to develop technological tests for their students in the areas of math and reading.

Component 6:   Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

Parents were invited to attend meetings during the week that the schoolwide plan was being designed for the current year. As parents visited the school during this week, they were invited to go to the library and have input in the development of the plan. When presented at the Annual Title I Parental Meeting, parents were encouraged to give input on the plan at the meeting or by meeting with the committee.

How were parents involved in the implementation of the schoolwide plan?

Parents were encouraged to become active participants in the implementation of the plan at the annual Title I Parent Meeting. Parents were also informed as to how to become more actively involved in their child's academic success.   Parent Training Sessions will be offered throughout the school year on the new College and Career Ready Standards, the 2013-2014 school compacts, and new AMSTI math strategies. The expansion and use of the Accelerated Reader program can be explained and disucssed with parents upon request.

How were parents involved in the evaluation of the schoolwide plan?

When there are meetings throughout the year, parents are invited to attend the meetings through newletters, classroom newsletters, school website, school social media site, and through the newspaper.

Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

Yes, the school does have a Title I Parent Involvement plan. The plan addresses the following: parent/school compacts, annual meetings (Annual Title I Parent Meeting), Organized Parent Involvement, Providing Parent Information, Process for Resolving Parental Concerns, and Building Capacity for Parental Involvement.

How is the school carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f)?

In the section of "Building Capacity for Parental Involvement", the Parental Involvement Plan for SCES states: "SCES will provide information and assistance to parents in understanding content standards, district and school assessments, and how to monitor student progress. Parent/teacher conference is a time when teachers share this type of inofrmation. Also, SCES will establish a parental involvement program and activities that encourages parents and teaches them how to help their children at home. Teachers will send home newsletters explaining weekly lessons, post lessons on the school's website, and schedule conferences as needed. The school will plan activities at various times throughout the year to meet the work schedules of parents, host Parenting Day in October, Open House at the beginning of school, send home a monthly newsletter, and remain open to parents' suggestions for improving our school.

How will the parent involvement component of the schoolwide plan be evaluated?

The parent involvement component of the schoolwide plan will be evaluated through parental suirveys, comments/suggestions on the school website, and through the school suggestion box located in the school office during office hours and

How will the results of the evaluation be used to improve the schoolwide program?

The results of the evaluation will be shared with the parents through the school website and newsletters. Data from answers to the Suggestion Box on the school website and parent surveys will be used to make needed revisions to the plan on a quarterly basis throughout the school year.

How was the school-parent compact developed?

A draft of the proposed student/parent compact for the 2013-2014 school year was presented at the Annual Title I meeting on September 9, 2013. The initial five members of the CIP committee and all parents in attendance during this time created a draft of the compact that fits the needs of SCES and following guidelines issued by the State of Alabama. This compact is reviewed, revisions made, if needed, and the final version sent home for parents and students to sign. This compact states specific responsibilities of the parent, the student, the teachers, and the principal to ensure that each student succeeds academically. The media specialist also has a Library Guideline compact the parent, the student, the media specialist, and the principal signs. The compacts are kept in the classroom and can be used during a parent/teacher/student conference to remind everyone involved of their responsibilites.

How is the parent compact used at elementary-level parent teacher conferences?

During each parent/teacher conference at the school, the teacher reviews the appropriate portion of the parent/teacher/student compact with the parent and stresses its effectiveness as a tool in resolving the problem. At the end of the conference, the parent dates and signs the compact to indicate that it was presented and discussed at the conference.

How is the parent compact shared with middle school or high school parents (depending on the grade span of the school)?

This section is not applicable for Southern Choctaw Elementary School.

How does the school provide individual student academic assessment results in a language the parents can understand?

SCES makes every effort to accommodate the needs of all parents. In conjunction with the LEA, SCES provides opportunities for full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. The school provides basic information and school reports in a format, to the extent practicable, in a language that parents can understand, and has access to the TransAct Library of School Letters. At the Annual Title I Parental Meeting, parents are given copies of all information presented in English and Spanish, rerdless of whether there is an EL student(s) enrolled. The Transact Library can also be used for other languages, as needed.

SCES also has the services of a high school Spanish teacher and a member of the community who are fluent in Spanish and can help in the presentation of student academic assessment.

Component 7: Transition Strategies

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

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Strategy1:

Technology Enhanced Lessons/Test Taking - Technology will be used to differentiate lessons and provide remediation, intervention, challenging activities, and Global Scholars testing in the area of reading. Global Scholars system-wide assessments will be given to every student in Grades 1-6 in the fall and again to every student in K-6 in the winter and spring. Additionally, all students in grades K-6 will be given teacher-made Global Scholar 9 week assessments in order to closely monitor learning and adjust instruction. The utilization of several mobile iPad units will be a critical part of the assessment process which is on-going throughout the school year.

Research Cited: Global Scholars is the state recommended assessment and research based skills program for the state of Alabama. While accountability and assessment have been long a part of the history of educational reform, a new Information Age has created a push for more complex information and data in schools. The level of specificity and the demand for increasingly complex monitoring and reporting of student achievement and progress is a major challenge for many schools and districts. Traditional paper-and-pencil data analysis and reporting no longer meet the requirements for immediate, secure, and detailed data management required under NCLB. Many states are responding to the demands for increased accountability by implementing computer-based state tests. As of the 2004-2005 school year, fifteen states offer computer- based assessments delivered via the Internet, and another five have piloted computer-based state assessments. Of those fifteen states, six use computer adaptive tests, and one is piloting computer adaptive tests (Education Week, 2005).

Activity - Technology in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology to provide high interest, interactive lessons for their reading classes. Technology will be used to gather and review assessment data by grade level teachers. 100% of teachers will document the use of technology, both by student and teacher, in lesson plans and turn in one plan per month showing technology usage by teachers and students. Students in grades K-6 are taking formative reading assessments on iPads and/or laptops which enable them to develop their proficiency in use of technlogy which increases with each succeeding grade level at SCES. Technology use may be observed during walkthroughs.	Technology	08/19/2013	05/29/2014	$0 - No Funding Required	Classroom teacher, Inclusion teacher, Instructional Partner, Principal

Narrative:

 *The local Head Start will be located on the K-3 Hall of SCES beginning on September 3, 2013. Visitation to plays, Christmas program, pictures with Santa, and other academic and social opportunities throughout the year will be extended to our local Head Start program.

*Kindergarten pre-registration is held each spring. Parents are given required documentation which needs to be completed, information about reading and math skills, and how to assist their child at home.

*Students at SCES are also given the opportunity to visit the classrooms and teachers that will be giving instruction in the succeeding grade level, this is especially important in the transion of students from the K-3 hall to the 4-6 hall.

*The SCES 6th graders visit SCHS to learn about daily procedures, schedules, lockers, expectations, and other requirements during the spring. The 6th grade teachers will meet with the SCHS 7th grade teachers to discuss expectations and strategies with students.

*6th graders are invited to attend "Ag Day" at SCHS, where they are introduced to the agricultural program at the school and given the opportunity to interact with students at the middle/high school.

*Students in grades K-6 are taking formulative assessments on Ipads and/or laptops which enable them to develop their proficiency in the use of technology which increases with each succeeding grade level at SCES.

Component 8: Teacher Participation in Making Assessment Decisions

How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers decided to give the Global Scholars Performance Assessments in grades K-6 in order to obtain data that would enable them to determine the needs and strengths of their students and due to the fact that testing results of the fall Global Scholars assessments becomes an indicator of mastery on the ACT Aspire given in the spring. Also, the ability to test in the areas of reading, math, science and language arts allowed teachers in grades 3-6 an opportunity to see strengths/weaknesses in these areas. In order to determine whether their students were gaining mastery and could display mastery on presented standards during each 9 weeks, teachers decided to give post tests using Global Scholars Achievement.

How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

*Teachers meet on grade level weekly to collaborate and share data and concerns pertaining to that grade level. These grade level meetings will be documented.

*Data meetings are held bi-weekly as an entire faculty, after school, to identify strengths and weaknesses concerning specific standards for both reading and mathematics per grade level. There will be a school-wide form adopted and used to identify these standards.

*A data room will be set up on the 4-5 hall in Room 120. Data will be displayed by teacher name in both reading and mathematics every 9 weeks, showing gains and losses, as reported by our own teacher-made tests using Global Scholars. There will be a post-test) created each 9 weeks for both math and reading, using the pacing guides for the system, and standards required by the state, produced by Global Scholars and data reports produced from the same program to use for charting this data. This raises awareness of data needs, strengths and weaknesses for the student body, visitors, parents, and faculty.

*Student progress reports and academic strategies are discussed in grade level meetings.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

During the professional development days before the start of school, the teachers at SCES reviewed all of the testing data from their previous year's class and their incoming class. Problem-solving teams are formed at each grade-level consisting of all grade level teachers and a special education teacher of each specific grade level. During their monthly meeting, they review all of the data for each child (Global Scholars, Scott Foresman Baseline/Unit tests, Posttests/ etc) and discuss the performance of each child and whether they need Tier III intervention). In this manner, teachers are constantly reviewing the performance of each student and making sure they receive all needed assistance to reach proficiency levels. Student performance levels are identified by color-coded bands/graphs on Global Scholars assessments as well Scott-Foresman Unit/Benchmark assessments. The color-coded bands are used represent the following: green=high, yellow=middle, red=low.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

In order to ensure that students are given additional assistance, the problem-solving team of each grade level review the data for each child in that grade level every month. Also, individual teachers consistently review the classroom results for each student and determine the need for additional help through Tier II or Tier III Intervention and referrals to the After-school program for additional tutoring in academic subjects. Additional resources used are Go Math, AR, STAR, etc.

How are students' individual needs being addressed through differentiated instruction in the classroom?

At Southern Choctaw Elementary School, teachers address the individual needs of all students through the use of differentiated instruction. In the area of reading/language arts, SCES uses the Scott Foresman reading series which offered differentiated instruction through its various levels of presentation based on the needs of the student. This is further underscored through the use of the correlated language arts curriculum with each weekly reading story. In addition, the areas of science and social studies are incorporated through the use leveled readers which are used to support the presented curriculum in reading/language arts. The school also uses GoMath and the Investigation series with the students. Each of these two series emphasizes the use of manipulatives and hands-on activities, which allows students to receive instruction in various different venues and allows them to receive knowledge through their various learning styles.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

All programs that are being focused on by Southern Choctaw Elementary School reflect the goal of allowing teachers to gain needed information and instruction in the areas of technology and professional development, especially in the areas of reading and math.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

SCES is a school that uses its state foundation funds to pay salaries for the teacher assigned units and instructional supplies. In Title I, Part A under Federal Funds, the amount is used for professional development, and the purchase of technology for the school. The Title II Funding will be used for professional development activities. Title I funds, along with 21st Century Sustainability funds, will be used to pay for a Title I after-school tutoring program that will entail having 2 teachers for 1 hour per day for 3 days per week.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school will use a portion of its funding to provide the site license for "The Leader In Me" which will be a continuation of the school's initiation to use this program to drastically reduce bullying and the discipline problems within the school.

Evaluation:

How does the school evaluate at least annually the implementation of the schoolwide program?

Data and needed documentation is turned in by the faculty and administration on a monthly basis. Periodic meetings are held by the committee and/or faculty to discuss the direction of the schoolwide program and whether needed changes should be written/implemented. In the latter part of January, 2014, a mid-year review is conducted by the Choctaw County Leadership Team, so that any needed corrections or new directions can be implemented by the committee/faculty.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

On the professional development days before the beginning of school, each grade level is given a copy of the previous year's testing results and the incoming students testing results (ARMT+ and ASA). Teachers review and discuss the results in grade level meetings and incorporate these findings with the intitial Global Scholars tests and baseline tests that are conducted during the first weeks of the school year. Thereafter, teachers meet on grade level on a montly basis to discuss/compare/reflect on these tests results as compared to ongoing tests results (unit tests, posttests, etc.) to determine whether progress is being made toward the academic goals within the schoolwide program.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Teachers meet monthly for grade level data meetings and the results of the data meetings are used to determine whether there is improvement for all students, especially those who are performing at a lower level than others. Pretest/posttest scores, unit tests, chapter tests, etc. (all of which are aligned to specific standards that were tested) will give the teachers' knowledge regarding the proficiency/non-proficiency of students in relationship to the standards that are being taught and are/will be tested.

What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Though the meeting of teachers on grade level, cross grade level, or a composite of the entire faculty, the plan is addressed and revised to show where there is the greatest need in addressing the proficiency of students. This plan is one that is in a constant state of flux and as such, will be continually addressed according to the results of data obtained by the school faculty.

Coordination of Resources/Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program

State Foundation Funds:

Label	Question	Value
State Foundation Funds:	Provide the total funds allocated for.	1707634.0

Label	Question	Value
1.	Provide the number of teacher assigned units.	22.57

Label	Question	Value
2.	Provide the number of classroom teachers.	22.5

Label	Question	Value
3.	Provide the total of all salaries for the teacher assigned units and classroom teachers.	1504443.0

Label	Question	Value
4.	Provide the number of Administrator units.	1.0

Label	Question	Value
5.	Provide the total funds allocated for Administrator salaries.	96221.0

Label	Question	Value
6.	Provide the number of Assistant Principal(s).	0.0

Label	Question	Value
7.	Provide the total funds allocated for Assistant Principal salaries.	0.0

Label	Question	Value
8.	Provide the number of Counselor(s).	0.5

Label	Question	Value
9.	Provide the total funds allocated for Counselor salaries.	35622.0

Label	Question	Value
10.	Provide the number of Librarian(s).	1.0

Label	Question	Value
11.	Provide the total funds allocated for Librarian salaries.	71346.0

Label	Question	Value
12.	Provide total funds allocated for Instructional Supplies.	7521.0

Label	Question	Value
13.	Provide total funds allocated on Library Enhancement(s).	0.0

Label	Question	Value
14.	Provide total funds allocated on Technology.	0.0

Label	Question	Value
15.	Provide total funds allocated on Professional Development.	0.0

Label	Question	Value
16.	Provide total funds allocated on State ELL Funds.	0.0

Federal Funds: Title I Part A

Label	Question	Value
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	Provide the total funds allocated.	98716.94

Provide a brief explanation and breakdown of spending.

$29,322.00- 3rd grade CSR teacher .43 FTEs

$5,186.85 - Materials and supplies

$600.00 - The Leader in Me workooks

$41305.15 - Computer hardware

$1,500.00 - Counselor, educational media, data

$1,633.94 - Parenting

$12,561.00 - Staff development, registration, travel, consultants, substitutes

$1,500.00 - The Leader in Me Site License

$5,108.00 - After-school Tutoring

Federal Funds:School Improvement Grant – SIG

Label	Question	Value
ARRA FUNDS:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of spending.

N/A

Federal Funds:Title II: Professional Development Activities

Label	Question	Value
Title II:	Provide the total funds allocated.	2000.0

Provide a brief explanition and breakdown of spending.

$1,000.00 - Consultants will provide training for AMSTI Year 1 and Year 2. AMSTI training dates are planned for 12-19-13, 1-3-14, 3-29-14, and 5-29-14.

$1,000.00 - Teachers will travel to and from PD related to AMSTI.

Federal Funds:Title III: For English Language Learners

Label	Question	Value
Title III:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of spending.

N/A

Federal Funds:Other federal funds

Label	Question	Value
Title IV:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Federal Funds:Title VI: For Rural and Low-income Schools

Label	Question	Value
Title VI:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of spending.

N/A

III. Local Funds (if applicable)

Label	Question	Value
Local Funds:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of spending.

N/A